



CALIFORNIA
DEPARTMENT OF
EDUCATION

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SACRAMENTO, CA
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SUMMARY MEETING NOTES

CALIFORNIA P-16 COUNCIL **Barry Munitz, Chair**

California State University, Los Angeles
Golden Eagle Ballroom
5151 State University Drive
Los Angeles, California 90032

Wednesday, March 21, 2007
10:00 a.m. – 4:00 p.m.

JACK O'CONNELL

State Superintendent of
Public Instruction

PHONE: (916) 319-0800

Welcoming Remarks from Barry Munitz

Dr. Barry Munitz welcomed the P-16 Council, Jack O'Connell, State Superintendent of Public Instruction, Rick Miller, Deputy Superintendent of Policy Development and External Affairs Branch for the California Department of Education (CDE), and the members of the audience. Dr. Munitz thanked the California State University, Los Angeles for hosting the meeting. He acknowledged the Council members for their hard work over the last year in addressing the professional development issues and he stated he was looking forward to hearing their draft recommendations today. Dr. Munitz vowed to refine and integrate the subcommittees' recommendations and feedback into a single voice report which he would provide to the Council for their consideration prior to the June 18 meeting.

Dr. Munitz asked the Council and members of the audience to introduce themselves. Rick Miller introduced the CDE staff that were present at the meeting.

Housekeeping Issues and Staff Introductions

Dr. Munitz introduced Jack O'Connell and praised him for taking on the monumental task of addressing the issue of closing the achievement gap in California's schools.

Mr. O'Connell commended the Council members for their hard work and recommendations on high school reform and professional development. He stated he has dedicated his second term as State Superintendent of Public Instruction to finding ways to close the achievement gap in California schools. He acknowledged that there is no quick fix or a single solution to this persistent problem. He concluded that based on the exemplary work that the Council had done thus far, they were exactly the right group to tackle the next difficult task at hand, the development of a specific but comprehensive plan to close the achievement gap. To assist the Council with this task, they will have access to full-time CDE staff.

Mr. O'Connell announced that he established a new Policy Development and External Affairs Branch within the CDE. He appointed Deputy Superintendent Rick Miller to head

the new branch. Using the Council's recommendations, Mr. Miller will develop policy recommendations for improving student achievement throughout California and strategies to share the best practices the Council identifies as effective in closing the achievement gap.

Mr. O'Connell also stated that he will convene a statewide summit on closing the achievement gap on November 13 -14 in Sacramento. At the summit, Mr. O'Connell will bring together thousands of educators throughout California to share what the Council has learned about closing the achievement gap and the actions we can take to quickly close it.

Dr. Munitz introduced Rick Miller. Mr. Miller has been the Communications Director for the past four years at the CDE. Prior to coming to CDE, Mr. Miller worked at Microsoft Corporation developing communications strategies, he served as a strategic communication advisor to the Chancellor of the California State University System (CSU), and he spent five years at the U.S. Department of Education in Washington D.C. where he served as Press Secretary to Richard W. Riley, Secretary of Education in the Clinton Administration.

Mr. Miller said he was thrilled for the opportunity to work with the P-16 Council. He thanked them for their hard work over the last two years and stated he realized the difficulty of the current task assigned to them. He assured the Council that Mr. O'Connell was putting together a top notch CDE team, with people who were passionate about closing the achievement gap, to assist the Council with their new charge.

Dr. James M. Rosser, President of California State University, Los Angeles, commended Mr. O'Connell for taking on the challenge of closing the achievement gap. Dr. Rosser believes that the nation has not come to grips with the achievement gap. He stated he was excited about the work the Council was taking on and he would be an advocate and proponent of the Council's work.

The Council unanimously approved the summary notes from the December 5, 2006, P-16 Council meeting.

Presentation of Subcommittees' Draft Recommendations to the Full Council

Subcommittee 1

Members:

Richard Alonzo
Judy D'Amico, Coordinator
Herb Fischer
Carl Guardino (absent)
Mike King
Sherry Lansing (absent)

Lionel (Skip) Meno (absent)
Stanley Murphy (absent)
Carol Rava Treat (absent)
Jack Stewart (absent)
Carol Tomlinson-Keasey
Virginia Victoria (absent)
Curtis Washington

Chris Dowell, CDE Subcommittee Liaison

Essential Questions for Subcommittee 1

How can California attract a high quality and diverse workforce to the education profession to fill the demand created by retiring staff and growing school districts?

Subcommittee's Draft Recommendations:

Recommendation 1.1

Enact legislation to establish and fund Leadership Academies through county offices of education or regions with a comprehensive approach to prepare administrators to lead the new workforce. This legislation would expand the scope of existing law and the work of Personnel Management Assistance Teams (PMATs) in support of the Quality Education Initiative to address all schools and districts, not only the schools in deciles 1 and 2.

The goals of the Leadership Academies would be to ensure success of leadership development by providing an understanding of dynamic issues and how to leverage them, and an understanding of the levels of talent, skills, and abilities based on professional experience.

To address the needs of school leaders, the Leadership Academies should include:

- Training in scouting for potential applicants by networking with local communities, businesses, agencies, and organizations;
- Specialized training to recruit, train, and support mid-career changers which requires:
 - A collaborative effort between the education and the business world;
 - Designated liaisons for ongoing dialogue to determine teacher training needs;
 - Training in mentoring “new” teachers who have years of experience in the workforce and come from different environments and work cultures;

- An active network of support and a “hotline” to monitor and assist teachers and administrators;
- Marketing of the entire package of community service, and challenges that can come with teaching as a “next,” or “second,” or “last” career.
- Training to be successful instructional leaders, as well as the necessary communication and collaboration skills to guide staff toward meeting current and future challenges in education.

Recommendation 1.2

Enact legislation to establish and fund Educator Academies within county offices of education or regions to prepare traditional and non-traditional teacher candidates to meet the needs of the students of the 21st Century. This legislation would expand the scope of existing law and the work of Personnel Management Assistance Teams (PMATs) in support of the Quality Education Initiative to address all schools and districts, not only those in deciles 1 and 2.

The goals of the Educator Academies would be to 1) provide additional methods for teacher credentialing rather than replacing existing teacher preparation models, 2) streamline and enhance the teacher credentialing process, and 3) assure that the Educator Academy training is relevant and innovative.

To address the needs of new teachers, mid-career changers, and retirees, the Educator Academies could include:

- Programs with compacted and intense credentialing coursework that is offered within a twelve-month period;
- Programs that allow for entry and exit points in the credentialing process based on objective assessment of knowledge, skills, abilities, and experience;
- Programs that have mixed cohorts of new teachers, mid-career changers, and retired professionals to leverage attributes possessed by each of these categories of educators-in-training.

Recommendation 1.3

Awareness and information about the future shortage and the critical need for teachers needs to be shared with the public and publicized through state, county, and school district public relations efforts. In addition,

- School district policies addressing teacher vacancies, reassignments, leaves, and retirement should ensure sufficient time for the recruitment and selection of new teachers;

- School district personnel offices should explore all options for recruitment, including adapting alternative business models;
- School district collaboration and communication with teacher preparation institutions should be reviewed and enhanced;
- Technology should be fully and creatively utilized to serve teacher applicants and prospective employers.

Subcommittee 2

Members:

Arlene Ackerman (absent)
Catherine Atkin
Marlene Canter (absent)
Gary Hart
Bob Hudson
Harold Levine, Coordinator
Juan Mendoza (absent)
KimOanh Nguyen-Lam
Barbara Ross
Anne Stanton
Peter Thorp
Kendall Vaught

Marsha Harms, CDE Subcommittee Liaison

Essential Question for Subcommittee 2

How can we work to ensure that California's pre-service programs develop fully prepared teachers and administrators and other instructional staff?

Subcommittee's Draft Recommendations:

Recommendation 2.1

Enact legislation and dedicate funding to establish guidelines and support to develop a teacher- and administrator-preparation model and an internship model that are more closely connected to individual school districts so that:

- Meaningful classroom observation and teaching experiences can be integrated into all phases of the preparation program;
- New teachers and administrators will be adequately prepared to be effective in meeting the needs of underserved students (e.g., low-income students, English

Learners) and schools (e.g., those with historically low test scores, high teacher attrition rates, and low parent involvement/participation).

Recommendation 2.2

The Superintendent of Public Instruction convenes a “summit” for teacher education institutions to discuss:

- Regional needs and differences among schools;
- Effective teacher preparation practices geared toward local school needs;
- The distribution of teachers for California’s hard-to-staff schools.

Recommendation 2.3

Enact legislation and dedicate funding for teacher and administrator preparation programs to create collaborative relationships with the schools in their regions in order to:

- Create clear goals and target benchmarks for their work together in the preparation, placement, recruitment, and ongoing support for teachers and administrators;
- Continually use data to evaluate progress toward these goals, and thus accommodate California schools’ distinct and diverse regional needs.

Recommendation 2.4

Enact legislation and funding to authorize:

- School districts, county offices, higher education institutions, and the California Commission on Teacher Credentialing to create a committee to identify standardized minimum requirements for the completion of teacher and administrator preparation programs;
- High quality and comprehensive Teacher Performance Assessment (TPA) process to move forward with adequate per capita state funding.

Subcommittee 3

Members:

Carrie Allen
Carole Bogue-Feinour (absent)
Sandy Clifton-Bacon, Coordinator

Shelley Davis
Jim Dilday
Dián Hasson
Bill Jackson (absent)
Allison Jones (absent)
Carol Katzman
Linda Murray (absent)
Diane Siri
Carroll Stevens

Jose Ortega, CDE Subcommittee Liaison

Essential Question for Subcommittee 3

How should we support new teachers, administrators, and instructional classified employees?

Subcommittee's Draft Recommendations:

Recommendation 3.1

Develop legislation to refine the current Beginning Teacher Support and Assessment (BTSA) program to:

- Reduce and streamline the paperwork required of participants and support providers;
- Explore ways to increase the pool of potential support providers.

Recommendation 3.2

Develop legislation that will allow all new administrators, and experienced site and district level administrators who are hired in a new position, to participate in a leadership induction and support program for a minimum of two years.

This program will:

- Require legislation to set aside funding for program development, implementation, and outcome research and analysis;
- Parallel BTSA;
- Base participation on a rank order of priority:
 - First priority: New, first and second-year site administrators;

- Second priority: New, first and second year district level administrators;
- Third priority: Experienced site and district level administrators in a new administrative position.
- Components of the program include:
 - Alignment to California Professional Standards for Educational Leaders (CPSELs) and Descriptions of Practice (DOPs);
 - Professional learning and coaching based on identified needs of individual participants;
 - A focus on underperforming schools and districts;
 - A focus on increasing leadership skills; knowledge and practices leading to increased student performance; and “closing the achievement gap”;
 - A rigorous system for approving, monitoring, evaluating, and certifying support providers.

Recommendation 3.3

Develop legislation that will allow all new district superintendents to participate in a leadership induction and support program for a minimum of two years.

This program will:

- Require legislation to set aside funding for program development, implementation, and outcome research and analysis;
- Parallel BTSA;
- Base participation on a rank order of priority:
 - First priority: First and second-year superintendents;
 - Second priority: Superintendents of underperforming districts.
- Components of the program include:
 - Alignment to the CPSELs and the DOPs;
 - Professional learning and coaching based on identified needs of individual participants;

- A focus on increasing leadership skills; knowledge and practices leading to increased student performance; and “closing the achievement gap”;
- A rigorous system for approving, monitoring, evaluating, and certifying support providers.

Subcommittee 4

Members:

Manny Barbara
Dorothy Chu
Wyatt Hume (absent)/Hilary Baxter (alternate)
Jo Loss, Coordinator
Patty Martel
Martha Penry
Scott Plotkin
Rhonda Rios-Kravitz
Alan Siegel
Suzanne Tacheny (absent)
Marcy Whitebook (absent)
Joyce Wright

Arleen Burns, CDE Subcommittee Liaison

Essential Question for Subcommittee 4

How should continuing educators be supported through professional development?

Subcommittee’s Draft Recommendations:

Recommendation 4.1

High quality professional development should be a priority for California.

Recommendation 4.2

Additional paid professional development for all staff should be funded by the state.

Recommendation 4.3

Institutional barriers must be eliminated so that all staff can benefit from participating in professional learning communities.

Recommendation 4.4

Professional development must be results-driven, standards-based, and focused on day-to-day work.

Discussion of How the Council Will Address the Issue of Closing the Achievement Gap

Mr. Miller suggested the Council address the achievement gap issue by continuing to work in subcommittees, with each subcommittee concentrating on one of the following themes:

Access
Culture /Climate
Expectations
Strategies

Each theme would have multiple sub-themes. For example:

- **Access** - how do we get all students access to what they need? This would include rigorous instruction, highly qualified teachers, and extra learning opportunities that supplement the education provided in a typical school day.
- **Culture/climate** - how do we make sure our schools offer the best learning environment for all students? Is it a safe place for students to learn; is it an environment that promotes learning and a sense of belonging for students and school staff; does it offer student support resources like character education, conflict resolution, and anti-bullying programs; do effective school- family-community partnership exists?
- **Expectations** - do we truly hold high expectations for **all** students and teachers? Is it evident in the curriculum, instructional practices, student assignments, and the school's communication to students, parents, and school staff; is student progress measured using data and effective instructional strategies?
- **Strategies** - we need to identify and disseminate practices which have been proven effective (or are promising) for closing the achievement gap. Possible strategies may include improving the quality of instruction; differentiated instruction; increasing instructional time; teacher collaboration time; and reconsidering how we separate schools by grade span.

Planning for Future Meetings

The next meeting is on June 18, 2007 at the California State University, Long Beach. The Council will also meet on November 14, 2007 at the Sacramento Convention Center in Sacramento.

Summary Notes Approved by the P-16 Council Members on June 18, 2007